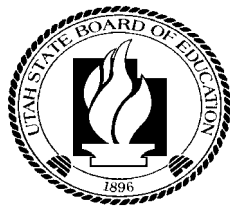


**The Report of the
Accreditation Visiting Team**

St. Joseph Catholic High School
1790 Lake Street
Ogden, Utah 84401

January 15, 2004



Utah State Office of Education
250 East 500 South
P.O. Box 144200
Salt Lake City, Utah 84114-4200

**THE REPORT OF THE
VISITING TEAM REVIEWING**

**St. Joseph Catholic High School
1790 Lake Street
Ogden, Utah 84401**

January 15, 2004

UTAH STATE OFFICE OF EDUCATION

**Steven O. Laing, Ed.D.
State Superintendent of Public Instruction**

**DIVISION OF
STUDENT ACHIEVEMENT AND SCHOOL SUCCESS**

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Salt Lake City, Utah

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FOREWORD

A major purpose of the accreditation process is to stimulate inservice growth and school improvement. Consequently, requirements include not only meeting the standards of the Utah State Office of Education, but also completing a school evaluation every six years.

School evaluation is that effort by the local school staff to take a comprehensive look at the school's program, operation, and effect. The school determines how closely its purposes and philosophy coincide with its actual practices and the degree to which its stated objectives are being reached. It is a three-phased program: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, January 15, 2004, was conducted because of the school's desire to ensure quality education for all students in the school, and to meet the requirements referred to above.

The entire staff of St. Joseph Catholic High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the Visiting Team. The excellent leadership given by Principal Claudia Raab is commended.

The staff and administration are congratulated for the generally fine program being provided for St. Joseph Catholic High School students, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more adequately meet the needs of the students of St. Joseph Catholic High School.

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State Superintendent
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**Board of Regents Appointments*

10/30/03

**CATHOLIC SCHOOLS
DIOCESE OF SALT LAKE CITY**

BOARD OF FINANCIAL TRUSTEES

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Anne Freimuth	Non-Voting Member
Barbara Gordon.....	Non-Voting Member
Nadine McKay	Non-Voting Member

DISTRICT ADMINISTRATION

Sister Catherine Kamphaus, CSC	Superintendent
Sister Genevra Rolfe.....	Assistant Superintendent

ST. JOSEPH CATHOLIC HIGH SCHOOL

ADMINISTRATION AND STAFF

School Administration

Claudia Marie Raab Principal
Kimberly Beger..... Assistant Principal
Ray C. Franklin.....Dean of Student Life
Anne Freimuth Director of School Relations and Institutional Advancement

Counseling

Nancy FaveroGuidance Counselor

Support Staff

Stephen Allred, Tech Support	Georgia Gilbert, School Secretary
Kristine Lemieux, Registrar	Larkin Martinez, Custodian
Richard Duncan, Bus Driver	Barbara Gordon, Business Manager.
Ray, Martinez, Plant Manager.	

Faculty

Kimberly Beger, Campus Ministry, Theology	Nick Nielson, Drama/Debate/Theater Tech
Ray Franklin, Physical Education	Brian Poll, Health/Physical Education
Jay Hart: Humanities	Ginger Poulsen, History
Kyra Hudson, English	Preston Richey, Mathematics
Jack Iacovelli, Mathematics	Alexis Salvo, Spanish
Rebecca Kay, French	Pamela Stewart, Science
Charles Lear, Chemistry/Physics	Alfonso Tenreiro, Music
Chad Loosemore, History	Lisa Tenreiro, Theology
Deena Mulhall, Theology, Library	Nathan Tomlinson, Technology
	Gail Yngve, English

ST. JOSEPH HIGH SCHOOL

MISSION STATEMENT

St. Joseph Catholic High School educates young people for life. We provide Christian community that integrates Catholic values, beliefs and traditions within the context of a strong academic program. We partner with parents to foster the integration of the spiritual, intellectual, emotional, physical, and social dimensions of adolescents in a respectful, safe and caring environment.

BELIEF STATEMENTS

A true education aims at the foundation of the total person through spiritual, intellectual, physical and social development.

Our program maintains standards of academic excellence recognizing the dignity and uniqueness of the individual so that the gifts of each are recognized, developed and celebrated.

Because our program is Christ-centered and incarnational, we are able to instill in our young people the Catholic culture of faith, values, traditions and doctrines.

A loving faith community shares in the responsibility for educating students in the faith, spirituality and traditions of the Catholic Church.

Through Christian service in the local community, our students learn to be leaders, advocates and servants for justice and peace in the Church and the world.

As responsible and just stewards, we must effectively maximize our resources for benefit of our students and the good of the school community.

MEMBERS OF THE VISITING TEAM

Dr. Ralph P. Vander Heide, Accreditation Consultant, Visiting Team Chairperson

Dr. Galey Colosino, Principal, Juan Diego Catholic High School

Alan B. Rawlins, Weber High School, Weber School District

Julie Marsh, North Summit High School, North Summit School District

Kathy Chappell, North Summit High School, North Summit School District

VISITING TEAM REPORT

ST. JOSEPH HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

The Reverend Lawrence Scanlan initiated Catholic education in northern Utah in 1877. By the 1920s a new elementary school had been established, and St. Joseph Catholic High School became a part of that school in a two-year (grades 9 and 10) program.

There was sufficient growth to justify the establishment of a four-year high school in 1953. The new school opened under the direction of the Sisters of the Holy Cross and the Jesuit Fathers. It had four classrooms, a library, and manual training and domestic science rooms, as well as a gymnasium. More than half of the fifteen-acre site remained undeveloped.

In 1985 a two-story addition housing the Val A. Browning Library and a classroom wing were added, and in 1990 the gymnasium was expanded. Furthermore, during the last 10 years computer technology has been brought into the curriculum, into offices, and into the daily life of the classrooms. The school has state-of-the-art technology, which includes a computerized video/film production studio.

The highest priority of planning in recent years has been to add an arts education building, which houses classrooms for instruction in the fine and performing arts and a theater/auditorium. The next priority was the simultaneous addition of an athletic field. Some renovations and updating of the original buildings have also been accomplished.

Priests and religious sisters and brothers no longer teach at St. Joseph Catholic High School. However, they continue to be part of the school community and its life. Pastors from the local parishes and sisters from several religious orders assist the school's lay administration and faculty in a variety of ways that strengthen and preserve the school's Catholic heritage and identity.

A team of five educators visited St. Joseph Catholic High School on January 15, 2004 to complete a site evaluation as part of the requirements for continued accreditation by the Northwest Association of Accredited Schools (NAAS) and the state of Utah. The purpose of the visit was to carry out the second step in the ongoing self-improvement/accreditation process, a review of the school's self-study by a team of peers. The first step in the process is completion of the self-study by stakeholders associated with the school. The third and last step is to continue to the self-evaluation and to achieve the objects of the school's strategic plan (also termed "self-improvement plan" or "action plan"). It is expected that the self-improvement process will be "internalized" and become part of the culture of the school. Ongoing self-review is essential for the

improvement of teaching/learning and the accomplishment of specific schoolwide learning objectives.

Teachers, administrators, and some other personnel and stakeholders were introduced to the Visiting Team at a breakfast meeting. The Visiting Team also held a meeting with administrators, as well as with groups of parents, faculty members, and students. The Visiting Team members agreed that these contacts with stakeholders, coupled with perusal of the school's self-study, resulted in a good, basic understanding of the "big picture" at St. Joseph. At the end of the school day a debriefing was held to share with the faculty and others the findings and conclusions of the Visiting Team. Major commendations were emphasized in the debriefing, and principal recommendations listed.

The school had prepared for the visit by conducting a self-study over a period of several months. (The school was last visited in 1994.) The study was based on *Validating the Vision: An Assessment Protocol for Mission Effectiveness, Institutional Accreditation, and Strategic Planning in the Catholic High School* by Mary Frances Taymans, SND, Ed.D., published by the National Catholic Educational Association (NCEA) as a guide for accrediting the quality of Catholic educational programs. The principal had also received some training in the accreditation procedure advocated by the National Study of School Evaluation (NSSE) and the state of Utah, and therefore, to some extent, made use of the NSSE manual, *School Improvement: Focusing on Student Performance*, Kathleen Fitzpatrick, Project Director, as well as *Collaborating for Student Achievement*, the manual specifically designed for use in accrediting schools in Utah, which is based on the NSSE materials. The school's "self-improvement plan" (SIP) was based primarily on the guidelines and procedures of *Validating the Vision*.

The Visiting Team could not determine from the self-study to what extent committees or focus groups had been formed to study the performance of the school; other Catholic schools have organized such committees, which include a cross-section of stakeholders such as parents, former students, parish members, etc., as well as personnel employed at the school. These schools formed committees for each of the following areas:

- Climate and Culture
- Curriculum and Instruction
- Professional Development
- Administrative Sections
- Student Services
- Strategic Plan
- School and Community Relations
- Student Athletics and Activities
- Governance, Accountability, School Finance, Institutional Advancement, Facilities

It is recommended that St. Joseph form such committees to continue the self-study process (if such committees are not yet in place). However, it must also be noted that

faculty members, students, and parents had completed surveys on the above topics. It appears that all groups of constituents have been included in and committed to the self-study process, and become familiar with topics listed above.

- a) *What significant findings were revealed by the school's analysis of its profile?*

Through use of the surveys and procedures of *Validating the Vision*, all of the above areas were examined. The profile of St. Joseph Catholic High School adequately portrays the school population, environment, curriculum, and other relevant information about the school, with emphasis on its mission, philosophy, and educational direction.

- b) *What modifications to the school profile should the school consider for the future?*

The Visiting Team assumes that the school will use *Validating* in future self-studies. This is the required procedure for Catholic schools, and is accepted by the Utah State Office of Education. It is recommended, however, that the school consider working more closely with the specific procedure used by other public and private schools in Utah (NSSE materials and *Collaborating for Student Achievement*). Catholic schools can use both.

Suggested Areas for Further Inquiry:

The Visiting Team had no major suggestions.

CHAPTER 2: THE SELF-STUDY PROCESS

- a) *To what extent has the school community engaged in a collaborative self-study process on behalf of students?*

They engaged in a rather extensive collaborative self-study process, as noted above.

- b) *To what extent does the school's self-study accurately reflect the school's current strengths and limitations?*

The school identified strengths and weaknesses through the document as required.

CHAPTER 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

St. Joseph High School's desired results for student learning (DRSLs) have not been articulated or listed in the form suggested under Utah's procedure for a self-study, *Collaborating for Student Achievement*. Rather, DRSLs are embedded in the action plan(s) in various places. The primary DRSL seems to be to improve the teaching of mathematics in order to achieve improved learning of this discipline. Members of the Visiting Team agreed that the primary DRSL, complete with a time line, persons assigned responsibility for overseeing the objective, and required resources, was: "By expanding the mathematics program and by implementing best practices, the majority of juniors and seniors taking the ACT and the SAT will score in the 50th percentile and above."

Another DRSL, listed as "Goal #1" under the "Academics" division of the "Strategic Plan Overview," is: "Expand and enrich the curriculum to instill a passion for learning."

This goal is complete with four specific sub-objectives, all or some of which could be considered to be DRSLs. All are realistic, worthwhile, and even commendable. Each of these sub-objectives is further broken down into "Actions" with timelines, responsible persons, and required resources listed.

The Visiting Team had difficulty in determining the number of DRSLs, since the formatting was significantly different from normal. In fact, the self-study document presents three action plan sections. The first is entitled "Strategic Plan for School Improvement," the second is called "St. Joseph High School Strategy Document," and the third is "St. Joseph High School Strategic Plan Overview." Since all of these three sections refer to the same thing (i.e., an action plan), there is a degree of confusion. The same elements are found in each.

The complete action plan(s) deal(s) with all of the following aspects of school improvement:

- Catholic Identity
- Academics
- Communication
- Administration, Faculty and Staff
- Student Life and Co-curricular Programs
- Infrastructure

The plans are most ambitious. The Visiting Team commends the school for the improvements that are planned in so many areas. However, the Utah/NAAS self-study should be concerned primarily with reporting on the DSRLs and how they will be achieved (one section of the ambitious six-point action plan of St. Joseph Catholic High School is "Academics").

Schools in Utah under the *Collaborating for Student Achievement* accreditation procedure are encouraged to form DRSLs after studying profile results and analyzing school testing and learning needs of students, as well as studying educational research data. The establishment of such common schoolwide DRSLs as part of all programs in a given school provides a holistic direction and shared vision for creating an ethos of constant improvement for the school. The DRSLs are aligned with the school mission and beliefs. School organization and instruction implement the achievement of the DRSLs under the guidelines of an action plan, which details how, when, with what resources, etc. they will be effected. DRSLs form the very heart of the self-study and accreditation process.

Shared Vision, Beliefs, Mission, and Goals:

- a) *To what extent did the school facilitate a collaborative process to build a shared vision for the school (mission) that defines a compelling purpose and direction for the school?*

By virtue of the extensive analysis required in completing the requirements of *Validating the Vision*, this has been accomplished.

- b) *To what extent has the school defined a set of beliefs that reflect the commitment of the administration and staff to support student achievement and success?*

The beliefs are well defined and supported by all faculty and staff.

- c) *To what extent do the school's mission and beliefs align to support the school's desired results for student learning (DRSLs)?*

As noted, the DRSLs are not formatted as expected. However, they do align with the specific mission and beliefs of the school. The mission and beliefs appear to be well understood by stakeholders, and there is evidence of commitment to them.

In addition to a mission and beliefs, St. Joseph Catholic High School has a list of values, which the school intends to foster in students. These include spiritual, behavioral, and service-oriented goals. Then, too, the school has a Graduate Profile that offers a model profile of competencies that a graduate of St. Joseph Catholic High School should exhibit. These include competencies in spirituality, academics, critical thinking, healthy living, and demonstration of social skills.

The mission statement is concise and meaningful. It appears to reflect agreement concerning the purpose of the school. The Visiting Team concluded that it gives a strong Catholic purpose and direction to the school.

Curriculum Development:

- a) *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards and the Utah Core Curriculum (with inclusion of the Utah Life Skills)?*

The curriculum is based on clearly defined standards that reflect worthwhile expectations for student learning. The development of the curriculum is focused on supporting and challenging all students to excel in their learning. There is an ongoing process in place for evaluating the curriculum.

- b) *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's desired results for student learning?*

See comments above on the DRSLs. It appears that the faculty works collaboratively to achieve all of the philosophy, values, beliefs, and desired learning outcomes.

Quality Instructional Design:

- a) *To what extent does the professional staff design and implement a variety of learning experiences that actively engage students?*

The design and selection of instructional strategies and learning activities is based on the essential knowledge and skills for student learning. Adjustments or modifications to the instructional process are made based on the analysis of the results of assessments of student learning. Effective classroom management and organizational strategies are consistently used to maximize students' academic engaged time. There is some vertical and horizontal alignment of the curriculum.

- b) *To what extent does the professional staff employ a variety of instructional strategies to ensure the needs of different learners are met?*

Students are provided, on a consistent basis, with a variety of opportunities to receive additional assistance to improve their learning (e.g., additional assistance provided by teachers, stimulating learning environment, cooperative learning groups, peer tutors, etc.).

- c) *To what extent do the professional staff and leadership provide additional opportunities which support student learning?*

Students were highly complimentary of the faculty and leadership for offering extra support within monetary limitations.

Quality Assessment Systems:

- a) *To what extent has the staff developed classroom or schoolwide assessments based on clearly articulated expectations for student achievement?*

The development of assessments of student learning is based on a clear definition of the type of achievement to be assessed and the performance standards for evaluating the quality of students' achievement.

- b) *To what extent are assessments of student learning developed using methods that reflect the intended purpose and performance standards?*

Assessments are directly linked to specific instructional uses that promote students' achievement and continuous improvement of their learning. The interpretation of assessment results is consistent with the purpose for the assessment.

- c) *To what extent are assessments designed, developed, and used in a fair and equitable manner?*

Assessments are systematically reviewed on an ongoing basis to determine equity and fairness and changed as needed.

Leadership for School Improvement:

- a) *To what extent does the school leadership promote quality instruction by fostering an academic learning climate and actively supporting teaching and learning?*

There is a clear and strong focus on instructional goals. Students feel valued and important. Most of the faculty and staff feel valued and important. Students' accomplishments are recognized. Some of the decisions made by the school are based on collaborative and consensus-driven views of the stakeholders. However, the Visiting Team stresses that further development of meaningful and effective communication among all of the stakeholders should be encouraged. Both faculty groups and parents expressed concerns in the area of communication among all stakeholders. The Visiting Team noted that improved communication forms a section of the action plan.

- b) *To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative?*

The analysis of pertinent data related to specific areas informs the decision-making process. The school is encouraged to investigate further and deeper the latest trends in research and to work at aligning the school's curriculum with those findings (best practices, etc.). The creation of a more formal structure for

faculty and administrative collaboration is recommended; perhaps a faculty council needs to be created.

- c) *To what extent does the school leadership monitor progress in student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection?*

The school regularly assesses the effectiveness of instructional practices and organizational conditions.

- d) *To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment?*

The allocation and use of resources (e.g., human resources, time as a resource for learning, physical resources, instructional resources, financial resources) are aligned with the school's goals.

- e) *To what extent does the school leadership make decisions related to the allocation and use of resources which align with the school goals, the achievement of the DRSLs, and school improvement efforts?*

St. Joseph's has made a conscious effort to assure that funds are allocated in a manner that will help the school support its mission, belief statements, and values, as well as the DRSLs.

- f) *To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?*

This is well accomplished, as noted elsewhere in this report.

Community Building:

- a) *To what extent does the school foster community building and working relationships within the school?*

This is a commendable strength of the school.

- b) *To what extent does the school extend the school community through collaborative networks that support student learning?*

The school actively engages parents and families as partners in the learning process through a variety of programs, resources, and instructional materials.

Culture of Continuous Improvement and Learning:

- a) *To what extent does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement?*

The administration and staff recognize this is an area of concern and are working toward more professional development opportunities. There is a need for more funding.

CHAPTER 4: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) STANDARDS I-XI

Standard I – Educational Program

As noted elsewhere in this report, St. Joseph Catholic High School has a collaborative, developed, written mission statement and specific school beliefs. The school follows the guidelines of the State of Utah's Core Curriculum.

Standard II – Student Personnel Services

This standard is met. The guidance counselor is properly licensed. Students were most complimentary of guidance services. The counselor-student ratio is within the guidelines of NAAS.

Standard III – School Plant and Equipment

This school has facilities that were built in the 1950s, as well as very modern structures. This standard is met. See comments on the history of the school.

Standard IV – Library Media Program

This standard is met. The school librarian works under the direction of the certified school librarian at Judge Memorial High School.

Standard V – Records

This standard is met. Records are properly maintained and secured.

Standard VI – School Improvement (This is addressed in the self-study.)

The school has an extensive action plan for improvement, both short- and long-range, as noted elsewhere in this report.

Standard VII – Preparation of Personnel

This standard is met. All members of the faculty are certified, or approved by the State Office of Education in an alternative way.

Standard VIII – Administration

The principal is state-licensed. The assistant principal is working on becoming certified. She also teaches.

Standard IX – Teacher Load

The teacher-student ratio is within acceptable limits. There are no excessive teacher loads.

Standard X – Activities

The school is in compliance with this standard. Student activities are varied and take into account individual differences. They augment the basic instructional program.

Standard XI – Business Practices

This standard is met. St. Joseph Catholic High School has sufficient financial resources to provide services to students that meet the stated purposes of the school. Written policies are in place on financial matters concerning tuition, refunds, student fees, etc.

CHAPTER 5: SCHOOL IMPROVEMENT EFFORTS – ACTION PLAN

- a) *To what extent is the schoolwide action plan adequate in addressing the critical areas for follow-up?*

The school has taken its data and formulated an ambitious and extensive action plan. See comments on the plan elsewhere in this report.

- b) *To what extent is there sufficient commitment to the action plan, schoolwide and systemwide?*

The stakeholders of the school community appear to understand and be committed to the action plan.

- c) *How sound does the follow-up process that the school intends to use for monitoring the accomplishments of the schoolwide action plan appear to be?*

The school appears to have an effective plan for implementing the strategies outlined in their action plan. The action plan states that “following the accreditation visit, the first steps in the implementation process will begin and be accomplished by April, 2004. These steps will be:

1. The school’s stakeholders will identify how the new objectives will be implemented.
2. The school’s stakeholders will identify existing objectives that should be eliminated or modified.
3. The school’s stakeholders will prioritize objectives to be accomplished.”

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team thanks all stakeholders for being frank and open with the team, and for their warm hospitality.
- A nurturing, helpful atmosphere is evident.
- The high degree of involvement of parents is commended. The engagement of teachers and staff in the effort of reaching out to parents and other stakeholders in order to assure such cooperation is also to be commended.
- Students are most complimentary and appreciative of the commitment of teachers.
- St. Joseph Catholic High School enculturates students into the rather unique “diversified culture” of the school.
- Student work is prominently displayed.
- There is a strong, even devoted, commitment among the administration and faculty to the special ministry of Catholic Education.
- Catholic identity is evident in displays in the halls and classrooms (e.g. crucifixes, statues, slogans, etc.).
- Students exhibited character/behavioral traits to the Visiting Team that correspond with the school’s emphasis on building character.

- The cleanliness and maintenance of the school buildings, both old and new (even on a very cold January day), is noteworthy. There is evidence of a proud tradition.

Recommendations:

- The Visiting Team concurs with the school's decision to fully implement an electronic method of grading and communication with all stakeholders.
- The Visiting Team encourages the school to create a more formal structure of communication between the faculty and administration. (i.e., faculty council).
- The school is encouraged to allow current grant money for professional development to be distributed to various faculty members based upon a process created by the faculty, and to develop long-term plans for continuing professional development and in-service once the grant money is exhausted
- The school must continue to work on the issue of unlicensed teachers.
- Again, the Visiting Team points out that alignment of DRSLs with the action plan needs to be accomplished. Alignment of all parts of the self-study should be evident: the mission, school beliefs, analysis of instructional and organizational effectiveness, DRSLs, and action plan. The objective of a school's self-study should be the improvement of three or four learning outcomes. All self-analysis is, then, based on supporting and achieving those outcomes that all stakeholders have agreed upon, and the action plan should be designed to assure the achievement of those outcomes. **Example of a DRSL: *Thinking and Reasoning Skills*. Goal Statement** for that DRSL: *Students will demonstrate effective problem solving skills*. The action plan would then list action steps, a timeline, estimated resources and support needs, and persons responsible for keeping the school on task.
- In preparing future self-studies, the school is encouraged to follow the seven steps of *Collaborating for Student Achievement* (as derived from the National Study of School Evaluation handbook, *School Improvement*). Information obtained from *Validating the Vision* can easily be put in that format. Those steps, as responded to in a self-study, are as follows:
 1. Developing the School Profile
 2. Defining Beliefs and Mission
 3. Defining Desired Results for Student Learning
 4. Analyzing Departmental Effectiveness
 5. Analyzing Instructional and Organizational Effectiveness
 6. Developing the Action Plan
 7. Implementing the Action Plan